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ABSTRACT

A Social Sciences Exposition and Fair has been conducted annually by Chesapeake College since 1978 as part of an effort to involve high school students and community organizations in competitive, academic events related to the social sciences and history, and to encourage faculty to participate in student recruitment. The first fair, held in February 1978 after five months of planning, involved: (1) the establishment of personal contacts with interested high school teachers, (2) the designation of a teacher-coordinator to oversee each high school's participation, (3) the formulation of rules for contests, (4) the development of a budget for cash prizes and expenses, and (5) the participation of civic organizations who were invited to display and distribute brochures about their activities. During the fair, high school students displayed social science exhibits and participated in a Master Quiz competition and in essay-writing and public-speaking contests. The participating high schools, the college, and the community derived numerous benefits from the event, and each year since its inception the fair has become larger in scope and attendance. Data tables are provided in the report illustrating fair participation, attendance, and budget for 1978 and 1979. (JP)

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SOCIAL SCIENCES EXPOSITION
and
FAIR

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THE CHESAPEAKE COLLEGE
SOCIAL SCIENCES EXPOSITION AND FAIR

Almost all future enrollment projections spell "lean years" ahead for higher education. Declining student enrollments are to be keenly felt beginning around 1982. In many areas of the nation, colleges and universities are already beginning to feel the loss of students. With declining enrollments, higher education is further besieged with almost sky rocketing inflationary trends, a more financially conservative taxpayer, and increasing importance being placed upon the relationship between generation of additional students and funding. With all of these problems confronting higher education, no faculty member can rely totally upon student personnel counselors and admissions recruiters to fill all of the empty classroom seats being projected in the 1980's. Faculty members must be concerned not only with their teaching, research duties and community related activities, but also recognize that they have to become involved in the recruitment and retention process if many of those empty classroom seats are to be filled.

Chesapeake College is a state supported comprehensive community college located on the Eastern Shore of Maryland. It was founded in 1967 as Maryland's First regional community college. It serves the educational needs of the residents of the upper shore. For the past two years, the college has been able to boast that it is the fastest growing college in Maryland. In 1977-78 Chesapeake College's enrollment grew 71 percent and in 1978-79 it was up 58 percent. The institution's Spring semester 1979 enrollment of 2506 was the largest enrollment in the school's history. These figures become important when one realizes that the college serves a predominantly rural population and that its growth rate contrasts sharply with an overall state enrollment growth rate of only one percent.

Among the reasons given for Chesapeake College's rapid student enrollment growth over the last two years has been greater faculty participation in the recruitment and retention process. During the last four years, the faculty have taken a more active role in recruitment. Some of the programs developed by the

faculty to attract potential students to the campus include an annual fine arts contest, a business and commerce day program, a secretarial science day program, an increased public relations campaign and personal contact in the communities and an annual social sciences exposition and fair.

The annual Chesapeake College Social Sciences Exposition and Fair is designed to involve faculty participation in the recruitment and retention process. The fair was developed within the Division of Humanities and Social Sciences to attract more high school students and citizens within the service areas of the College.

The purpose of the annual Chesapeake College Social Sciences Exposition and Fair is to allow high school students an opportunity to participate in one or more competitive academic events which relate to the study of the social sciences and history. By involving high school students and community organizations in a major activity of the college, both groups are exposed to the institution's formal academic and career related programs of study, course offerings, and community service related activities.

The idea for an annual social sciences exposition and fair is not new. It dates back several thousand years. In ancient times fairs tended to be religious in scope and nature. They were often held at regular intervals on holy days, and the people participated in a religious festival or feast. In the middle ages the concept of a European fair centered around the bartering or selling of home-made items and products imported from the orient. These annual commercial and trade fairs later added a festival and entertainment to attract additional buyers and sellers.

By the latter part of the nineteenth century, rural farm fairs in the United States were as American as apple pie, hot dogs, and baseball. The American farm fair consisted of a competitive exposition of farm, household, and manufactured products as well as educational displays. Most American farm fairs also included areas set aside for a bazaar where charitable and religious organizations solicited funds by selling baked goods and a carnival with an arcade and amusement facilities

to attract more people.

During the progressive era educational innovators began to visualize the value of adopting the fair concept to elementary and secondary level schools. It was hoped that education related fairs would encourage more research and study by students in the various academic disciplines. The most popular education fair to survive this era and continue until today has been the National Science Fair. It encourages research and study in the natural and physical sciences.

The idea of a social sciences fair at the community college level has been debated for years in some institutions. But with booming enrollments and new junior colleges opening almost every year in the 1960's and early 1970's, very few schools adopted such a program. But booming enrollments and the so called "good old days" are gone.

Chesapeake College has been offering an annual social sciences exposition and fair since 1978. In terms of recruitment and development of a strong cooperative relationship with each area high school and community, the results of the fair have been satisfying and rewarding.

The research, organization, and planning involved in the development of a social scineces exposition and fair is extensive. It requires from at least one faculty member a commitment of large amounts of time, and an eye for patience and detail. The process of organizing the fair can appear to be awesome. But the benefits derived from the annual experience will make the initial investment worthwhile. Furthermore, after the fair has been initially developed, refinement of the program is neither time consuming or involved.

The first annual Chesapeake College Social Sciences Exposition and Fair took over five months to organize, plan and execute. The fair was scheduled for the third week in February. The planning for the fair was begun the previous September. The initial process of organizing the fair depended on making the appropriate contact with the area high school social studies teachers. Personal contact with each teacher was made. Over fifty teachers were contacted by mail and asked if they were interested in assisting in developing a fair. Teachers favorably responding were

asked to suggest a convenient time a member of the college faculty could meet with them. Personal contacts were then made with the interested high school teachers. From this group, one instructor in each high school was chosen to serve as a coordinator for his or her school's involvement. By involving the high school teachers in the early planning stages of the fair, a commitment to encourage students to participate in the fair was secured.

Following the appointment of high school coordinators, rules and regulations were drafted for each suggested academic event. The original events planned included:

1. Master Quiz Competition which consists of 100 written multiple choice and true and false questions in American History, World Civilization, Cultural Geography, Psychology, Sociology, and American Federal Government;
2. Essay writing in the social sciences which must be an original research paper of at least 1500 words containing footnotes and a bibliography, and demonstrate simple research skills;
3. Persuasive Public Speaking on any topic applicable to the social sciences;
4. Displaying of social science exhibits;
5. Triviademic Competition which is similar to a college bowl activity but allows all teams an opportunity to answer the question.

A budget for cash prizes and awards for first, second and third place winners as well as incidental expenses was developed. The student personnel division, academic dean and president agreed to assist in covering the expenses of the first fair since no money had been budgeted by the humanities and social sciences division.

It was also decided that civic organizations and other benevolent groups and societies should be encouraged to attend, display and distribute brochures of their activities. Fifty such organizations were invited, and thirty-five elected to attend.

During the five month planning stage, three visitations to each high school was made by one member of the humanities and social sciences division. These visits included an initial contact, delivery of the rules and regulations, and other applicable fair materials and to gain written approval from each high school principal that buses would be furnished for students to attend the fair.

The last three weeks preceding the fair were very hectic. Classrooms and hallway space had to be scheduled, tables appropriated and set up, sheet cakes, doughnuts, coffee, and soft drinks ordered, and the solicitation of college students and faculty to assist in the judging of the events.

The fair ran from 10:00 a.m. until 2:00 p.m. with a 45 minute break for lunch. Lunch was not provided by the College. Students were encouraged to bring their own lunches or to purchase food in the college student center. A dessert and soft drink was provided during the Lunch break.

The morning of the fair was spent judging the various events and in administering and grading the master quizzes. The social science exhibits were required to be displayed and judged the evening before the fair. The essays had to be submitted one week before the fair for judging.

Mr. Louis L. Goldstein, Comptroller of the Treasury for the State of Maryland, was invited to be the guest speaker. He delivered an address following the presentation of awards at 1:30 p.m. His speech praised the students for their hard work and success in the fair.

The total expenses for the first annual Chesapeake College Social Sciences Exposition and Fair amounted to $721. This amount included $426 for the awards and cash prizes, $100 for refreshments, $60 for rental of 20 tables, $35 for postage, and $100 for duplicating materials. The total expenses for the second annual fair were just under $779. The additional expense covered the awards and cash prizes for the new academic events. Reimbursement for travel expenses to each school was not included as part of the fair budget. A separate account is maintained for such expenses.

The results of the first annual Chesapeake College Social Sciences Exposition

and Fair were very successful. One hundred ninety-eight students participated in the first fair and approximately 75 people from the community and various civic organizations were in attendance. Some of the community citizens attending were school board members, a register of wills, and a county school superintendent.

Three hundred seventy-seven students entered the second annual social sciences exposition and fair. Twelve civic clubs and organizations were also in attendance. The number of students and civic organizations participating would have been larger had the fair not been postponed for one week due to inclement weather.

The following tables indicate fair participation by total attendance, school, grade level, event, and expenses for 1978 and 1979.

TABLE I

SOCIAL SCIENCE FAIR

TOTAL ATTENDANCE

1978	1979	Percentage Increase
254	404	37

TABLE II

SOCIAL SCIENCE FAIR

SCHOOL PARTICIPATION

School	1978	1979	Difference	
Cambridge-South Dorchester	___	24	___	___
Colonel Richardson	22	30	8	(27)
Easton	32	72	40	(55)
Gunston School for Girls	7	6	-1	(-14)
Kent County	___	33	___	___
North Caroline	18	21	3	(14)
North Dorchester	16	45	29	(64)
Queen Anne's County	33	37	4	(11)
St. Michaels	39	68	29	(43)
*St. Peter and Paul	6	9	3	(33)
**Eastern Shore 7th Day Adventist Jr. Academy	___	___	___	___
TOTAL:	173	345	116	(34)

*St. Peter and Paul submitted 41 entries but the delay in having the fair for one week due to inclement weather severely curtailed their participation in the fair.

**Sent students to observe the fair in 1978 but did not participate. They elected not to attend as observers in 1979.

( ) Indicates percentage.

TABLE III

SOCIAL SCIENCE FAIR

STUDENT PARTICIPATION

BY

GRADE LEVEL

Grade	Percentage Increase over 1978		
	1978	1979	Increase
9	41	41	0
10	13	53	75
11	53	127	58
12	60	124	52

TABLE IV

SOCIAL SCIENCE FAIR

BY

GRADE LEVEL

1978

SCHOOL	Grade: 9	10	11	12
Cambridge-South Dorchester	—	—	—	—
Colonel Richardson	0	0	20	2
Easton	16	8	5	3
Gunston	0	0	0	7
Kent County	—	—	—	—
North Caroline	0	0	7	11
North Dorchester	14	1	1	0
Queen Anne's County	5	4	11	13
St. Michaels	5	0	13	21
St. Peter and Paul	0	0	3	3
	40	13	60	60
			TOTAL:	173

1979

Cambridge-South Dorchester	0	1	15	8
Colonel Richardson	0	0	25	5
Easton	13	3	27	29
Gunston	0	0	3	3
Kent County	9	10	10	4
North Caroline	0	0	16	5
North Dorchester	6	15	3	21
Queen Anne's County	0	8	5	24
St. Michaels	13	16	18	21
St. Peter and Paul	0	0	5	4
	41	53	127	124
			TOTAL:	345

TABLE V

SOCIAL SCIENCE FAIR

BY

EVENT

Event	1978	1979	Difference	
Essay Competition	17	44	27	(61)
Impromptu Elocution	—	4	—	—
Master Quiz:				
American Government	14	55	41	(75)
American History	30	80	50	(63)
Economics	—	6	—	—
Geography	16	25	9	(36)
Psychology	5	21	16	(76)
Social Sciences	—	14	—	—
Sociology	2	9	7	(78)
World Civilization	5	20	15	(75)
Sub-Total:	72	230	158	(69)
Public Speaking	6	11	5	(45)
Simulated Press Conference	—	5	—	—
*Social Science Exhibits (Individual Area 26) (Group area 19)	26	45	19	(42)
Triviademic Competition	8 Teams	9 Teams	1	(11)
Totals:				

( ) Percentage Increase

*In 1978 the Social Science exhibits were not divided into individual and group areas.

TABLE VI

SOCIAL SCIENCE FAIR

BUDGET

*Expense Items	1978	1979	Dollar Increase
Prize Money	$400.00	$495.00	$ 95.00
Awards	26.00	38.77	12.77
Postage	35.00	45.00	10.00
Duplicating	100.00	100.00	____
Rental of 20 Tables	60.00	____	-60.00
Refreshements	100.00	100.00	____
TOTAL:	$721.00	$778.77	$ 57.77 (7)

*Travel expense for recruitment and high school visitations not included since this amount is budgeted in another account.

( ) Percentage Increase

From the tables provided one can observe that additional academic competitive events were planned for the second fair. These events included additional master quiz examinations in economics and general social scineces; an oratory competition; dividing the judging of the social science exhibits into a group category as well as an individual category; the simulated press conference, and the impromptu elocution. These new events were designed to attract additional students from the high school speech, drama, theatre, and humanities departments. Next year three more academic competitive events are being considered for incorporation. The new events are the Social Sciences Cartoon Competition, the Social Sciences Glossology Competition, and the Great Debate Competition.

The annual Chesapeake College Social Sciences Exposition and Fair offers several advantages and opportunities for the high schools, the college, and the communities being serviced by the college. By sponsoring an annual academic fair, the following benefits are derived by the high schools:

1. It serves as one of the primary outlets for academic competition among students in the various high schools;
2. It serves as a program designed to formally recognize high school students for their academic accomplishments;
3. It improves the ability of high school students to complete research projects which involve extensive planning, interviewing, organization and background research;
4. It provides high school teachers and students with a new and interesting learning approach to employ in their social studies classes;
5. It creates a greater sensitivity to the study of the social sciences and further provides students with a significant new body of information on how the social sciences can be applied to the study of local problems confronting the community and society;

6. It provides students with another opportunity to utilize the resources of area libraries, the college library, and civic organizations, such as local historical societies;
7. It deepens the students' understanding of their own cultural background and how they fit into society;
8. It reinforces and supplements in the high schools the study, research and teaching in the social sciences;
9. It rewards resourceful high school instructors who encourage and support students in the fair.

By sponsoring an annual social sciences fair, the following benefits are derived by the college:

1. It serves as a recruitment and retention program for the college and the division of humanities and social sciences;
2. It helps to attract high school students to the college who might not otherwise attend, or who might elect to enroll in another post-secondary institution;
3. It encourages high school students to reconsider the value of post-secondary level social sciences courses;
4. It involves the faculty in a recruitment program;
5. It involves currently enrolled college students in an activity of the division of humanities and social sciences and encourages retention by seeking their input and recommendations;
6. It encourages increased student enrollment and participation in the social sciences by demonstrating the value and need of the social sciences in everyday life and career related skills.

For the communities serviced by the college, the annual social sciences fair provides:

1. An opportunity for civic organizations to participate in a major activity of the college and to obtain additional public exposure;
2. An opportunity for area citizens and taxpayers to visit the college campus

and observe the facilities being utilized for community endeavors;

3. An opportunity for citizens to be exposed to the many programs the college offers;
4. A demonstrated commitment by the college faculty and administration to serve the needs of the communities;
5. An opportunity for area citizens to gain new insights and an appreciation of the social sciences;
6. Provides a conducive environment which encourages renewed interest and study in the social sciences and assists in the increasing of a better informed citizenry.

The future of the Chesapeake College Social Sciences Exposition and Fair appears to be bright. Each year since its inception, it has become larger in scope and attendance. Next year's program promises to further strengthen and enlarge upon the successes of the previous two years. It has been suggested that as the program gains continued momentum it should be expanded to encourage participation from other community colleges in Maryland. If a statewide social science fair among the community colleges could be accomplished, the next logical step might be to encourage a regional program involving the neighboring states of Delaware, Virginia, New Jersey, and Pennsylvania. The possibilities of such a program being developed have already been suggested at articulation meetings in history and government at the University of Maryland. Furthermore, a slide presentation and paper was presented on the merits of the social science fair at the 1979 Eastern Community College Social Science Association Convention in Philadelphia. Several schools from New York, Connecticut, Michigan, and Virginia have contacted Chesapeake College for additional information concerning the fair. They have expressed an interest in seeking information and assistance in developing a similar program.

Other institutions known to be involved in promoting social studies fairs include Case Western Reserve University which sponsors, with funding from the National Endowment for the Humanities, a National History Day Program. The Illinois Humanities Council supports the Chicago Metro History Fair. John Hopkins University began in

1979 to offer what it advertises as a statewide social studies fair for middle school and high school students. Many other institutions all over the nation may also be considering or implementing similar social studies fairs.

The greatest benefit derived from the Annual Chesapeake College Social Sciences Exposition and Fair has been in creating a favorable atmosphere in which high school teachers, counselors, administrators and community organizations are encouraged to join with the college faculty and administration in a cooperative undertaking to introduce students to a new and exciting educational environment. The intangible benefits accrued from this experience alone will benefit the college, the high schools, and community organizations in many indirect ways. Not only will it help each group but it will also build a bond of friendship and mutual respect between them. This fact alone will accumulate future dividends for all three. The community college dividends may be the attraction of additional students and financial sponsorship to help fill those projected empty classroom seats.

With declining student enrollments projected, and the conservative mood of the electorate, higher education faces difficult times ahead. One way of helping to maintain enrollment, especially in many beleagured social science and history departments, reduce possible faculty lay offs, and encourage recruitment and retention in the college is to consider incorporating an annual social sciences fair. It involves a huge commitment of faculty time and resources. One item it does not have to involve is a large amount of financial outlay. But whatever the commitment in time and resources, the longterm positive results of the fair will soon offset the initial faculty and financial investment. In the long run it may assist institutions and many faculty members in surviving the "lean years" of the future. It is working at Chesapeake College and other places, and it can work for you.

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